

	Autumn	Spring	Summer
1 NC	Best of British <i>History and Geography focus:</i> <ul style="list-style-type: none"> To learn about events beyond living memory that are significant nationally or globally: The Great Fire of London and The Gunpowder Plot. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas To use world maps, atlases and globes to identify the United Kingdom and its countries. 	Let Me Entertain You <i>History focus:</i> To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life: Victorian toys and present toys and games.	Shore to Shore <i>Geography focus:</i> <ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of Barmouth and Jamaica.
LP	<p>IIP b. I can use evidence to answer questions about things that happened in the past.</p> <p>WH b. I can describe historical events.</p> <p>WH c. I can describe significant people from the past.</p> <p>COM d. I show an understanding of concepts such as civilisation, monarchy, parliament, democracy.</p> <p>C b. I use words and phrases such as a long time ago, recently, when my parents, decades and centuries.</p> <p>IIPC c. I can use artefacts, pictures, stories, the internet and databases to investigate the past.</p> <p>IPT i. I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>IIP c. I can use artefacts, pictures, stories, the internet and databases to investigate the past.</p> <p>C b. I recognise the difference between the past and the present.</p> <p>C e. I can label timelines with words or phrases such as past, present, older and newer.</p> <p>C f. I can recount changes that have happened in my life.</p> <p>COM b. I use words and phrases such as; a long time ago, recently, when my parents /carers were children, years, decades and centuries to describe the passing of time.</p>	<p>IPL d. I ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>IPL e. I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>IPL h. I use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>IPT c. I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>CG e. I use basic geographical vocabulary to refer to: Key physical features, including; beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>CG f. I use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office and shop.</p>
Knowledge	<p>The Great Fire of London is a significant event that took place in 1666.</p> <p>The fire started in a bakery on Pudding Lane and lasted for 5 days.</p> <p>Samuel Pepys wrote a diary about the Great Fire of London.</p>	<p>Old toys were often made of wood.</p> <p>Modern toys are often made of plastic.</p> <p>Old toys were usually made by hand.</p> <p>New toys are usually made by machines.</p> <p>Toys were invented hundreds of years ago.</p>	<p>Barmouth is a small area in the United Kingdom.</p> <p>Barmouth is a small costal town in North Wales.</p> <p>Barmouth is a popular seaside resort.</p> <p>Barmouth is surrounded by hills and mountains.</p>

	<p>Guy Fawkes is a significant person from the past that tried to blow up the Houses of Parliament in 1605. We celebrate Bonfire Night each Year on 5th November to remember that The Gunpowder Plot failed. The United Kingdom is made up of four countries: England, Wales, Scotland and Northern Ireland. Edinburgh is the capital city of Scotland Cardiff is the capital city of Wales. Belfast is the capital city of Northern Ireland. The southern part of Ireland is an independent country and is not part of the United Kingdom. London is the capital city of England. The seas that surround the UK are: North Sea, Irish Sea, English Channel and Atlantic Ocean. Physical features happen naturally, and Human features are created by humans. Human and Physical Features of UK; Ben Nevis, Snowdon, River Thames, Millennium Stadium, Houses of Parliament.</p>	<p>Toys have developed and changed over time, as new materials have been used and new technologies have become available. Many toys have been around for hundreds of years, but the way they look and how they have been made has changed over the years.</p> <p>Teddy bears were named after an American President called Theodore Roosevelt.</p>	<p>Jamaica is an island in the Caribbean.</p> <p>The capital of Jamaica is Kingston.</p> <p>Jamaica is a mountainous island</p> <p>Human and physical features identified for Barmouth and Jamaica.</p> <p>Landmarks and physical features identified on aerial images.</p> <p>The shore is the land along the edge of the sea.</p> <p>Features that are similar in both places identified.</p> <p>Features that are different in both places identified.</p>
Language	<p>Government, Confessed, Plotted, Religion, Executed, Parliament, Barrels, Explosion, Cellar, Gunpowder Capital city, country, continent. town, village, England, Northern Ireland, Scotland, Wales, London, Cardiff, Belfast, Edinburgh, Wolverhampton, Blakenhall, North Sea, English Channel. Irish Sea. Mountains: Ben Nevis, Snowdon, Scafell Pike.</p>	<p>Past, present, now, then, modern, decade, recent, old fashioned, Victorian, dull, fragile, faded, damaged, shiny, colourful, rusty, timeline, clockwork, electronic, porcelain, handmade, factory, console, batteries, entertainment,</p>	<p>Beach, seaside, road, building, park, school, church, city, village, cliff, forest, hill, mountain, sea, ocean, river, valley, weather, factory, farm, house, office, port, harbour, cliff, shop, hot, cold, sand dunes,</p>
EXPERT / Key Person / Who is important?	<p>Guy Fawkes, Samuel Pepys</p>	<p>Mrs Beeston- to show a collection of old toys Punch and Judy Show & Children's Entertainer</p>	<p>Visit Barmouth Beach</p>

<p>2 NC</p>	<p>I need a hero!</p> <p><i>History focus:</i> To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods focussing on Florence Nightingale, Mary Seacole and Douglas Morris Harris, a local war hero.</p>	<p>Whatever the Weather!</p> <p><i>Geography focus:</i></p> <ul style="list-style-type: none"> • To name and locate the world's seven continents and five oceans • To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>The 'Wander' of Wolves</p> <p><i>History and Geography focus:</i></p> <ul style="list-style-type: none"> • To learn about significant historical events, people and places in their own locality. • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • To use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. • To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
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<p>LP</p>	<p>IIP d. I observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>IIP e. I can use artefacts, pictures, stories, the internet and databases to investigate the past.</p> <p>IIP f. I identify some of the different ways in which the past has been represented.</p> <p>C g. I can use dates where appropriate.</p> <p>WH d. I recognise that there are reasons why people in the past acted as they did.</p> <p>COM c. I show an understanding of the concept of nation and a nation's history.</p> <p>COM d. I show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.</p>	<p>IPL f. I use world maps, atlases and globes to identify (<i>the United Kingdom and its capitals, as well as the countries,</i>) continents and oceans studied.</p> <p>IPL j. I can name and locate the world's continents and oceans.</p> <p>IPT e. I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>C e. I can label timelines with words or phrases such as past, present, older and newer.</p> <p>C f. I can recount changes that have happened in my life.</p> <p>WH c. I can describe significant people from the past.</p> <p>IPL h. I use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>CG g. I can use compass directions (north, south, east and west) and locational language (e.g., near and far) to describe the location of features and routes on a map.</p> <p>CG h. I can devise a simple map; and use and construct basic symbols in a key using simple grid references.</p> <p>CG i. I give my views on an environment or locality.</p> <p>IPT d. I can identify land use around the school.</p> <p>CG c. I describe what I like and dislike about a place or environment.</p> <p>CG d. I talk about ways to improve the locality</p>
<p>Knowledge</p>	<p>Knowledge Florence Nightingale</p> <ul style="list-style-type: none"> • She helped in the Crimean war in 1853. • She was known as 'Lady with the Lamp' for helping soldiers. • Florence founded the new way of modern nursing. She made hospitals much cleaner places and by training nurses. <p>Mary Seacole</p> <ul style="list-style-type: none"> • Mary was a mixed-race British-Jamaican woman who overcame racial prejudice to help others. 	<ul style="list-style-type: none"> • The earth is made up of land and sea. • The land is thought of in different regions that we call continents. There are 7 continents. • The sea is thought of in different regions that we call oceans. There are 5 oceans. • Hotter places are those nearer to the equator. • Colder places are those further away from the equator. • Human and Physical features of countries. • To know compass points, North, South, East and West. • Identify seasons: Spring, Summer, Autumn, Winter. 	<ul style="list-style-type: none"> • Wolves founded at St Lukes in 1877 • The local area that surrounds St Luke's is called Blakenhall. • Blakenhall is an area within the city of Wolverhampton. • Wolverhampton was named after Lady Walfruna • Billy Wright was a famous Wolves Captain • Changes in Blakenhall in their lifetime • use aerial images and plan perspectives to recognise landmarks and basic physical features such as School, Town

	<ul style="list-style-type: none"> In 1855 Mary, against all odds, made it to the Crimean war and set her own hospital called 'The British Hotel'. Mary cared for and treated the injured soldiers with her herbal remedies. <p>Remembrance Day</p> <ul style="list-style-type: none"> Commemorates the date and time the First World War ended. It finished on 11th November 1918 at 11 a.m. It has been an annual memorial day since 1919. Remembrance Sunday is the second Sunday in November On Remembrance Day and Remembrance Sunday, there is a two minute silence at 11 a.m. The silence is to remember the people who have died at war. Many people go to a cenotaph to lay a wreath of poppies. Poppies are worn on Remembrance Day because they are the flowers which grew on the battlefields after the First World War ended. 	<ul style="list-style-type: none"> Use weather symbols to describe weather in the UK. 	<ul style="list-style-type: none"> Able to devise a simple map; and use and construct basic symbols in a key using simple grid references of our local area
Language	Hero, emergency services, Firefighter, Police Officer, Nurse, Doctor, Paramedic, war, peace, remembrance, memorial, cenotaph, commemorate, soldier, veteran, statue, WWI, nation,	Land, Continents, Countries, North, South, Poles, Polar regions, equator, weather, temperature, hot, cold, climate, climate zones, Arctic, Antarctic, North America, South America, Europe, Asia, Oceania, Australasia, Ocean, Sea, Arctic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean, Atlantic Ocean, Shallow, Deep, Explorer, human, physical, desert, river, mountain, sea level, cities, route, journey, compass, sphere, spherical, planet, region, county, intrepid, route.	Different, similar, roads, buildings, map, aerial photograph, land, land use, settlement, human features, population, physical features, increase, decrease, change, city, town, city centre, FC, league, Wonder/Wander, stadium, badge,
EXPERT / Key Person / Who is important?	Douglas Morris-Harris Florence Nightingale Mary Seacole Edith Cavell Fire Service/ Nurses	Carol Kirkwood Shefali Oza Alex Beresford	Billy Wright Wolves Foundation

<p>3 NC</p>	<p style="text-align: center;">Yabba Dabba Doo!</p> <p><i>History focus:</i></p> <ul style="list-style-type: none"> • To learn about changes in Britain from the Stone Age to the Iron Age <p>Including:</p> <ul style="list-style-type: none"> □ late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae □ Bronze Age religion, technology and travel, e.g. Stonehenge □ Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p style="text-align: center;">Phunky Pharoahs</p> <p><i>History focus:</i></p> <p>To learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</p>	<p style="text-align: center;">Bostin' ay it!</p> <p><i>History and Geography focus:</i></p> <ul style="list-style-type: none"> • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). • To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere. • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom: The Black Country. • human geography, including: the distribution of natural resources including energy, food, minerals and water linking to the canal system and Black Country museum. • To do a local history study of the Black Country with a focus on the Black Country Museum site that is significant in the locality dating from beyond 1066. • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
<p>LP</p>	<p>IIP.g.I use evidence to find answers to questions about the past. IIP. h.I can suggest suitable sources of evidence for historical enquiries IIP. i.I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. C. h.I can place events, artefacts and historical figures on a time line using dates. C. i.I can understand the concept of change over time, representing this, along with evidence, on a timeline. C. j.I can use dates and terms to describe events. WH.f.I can give a broad overview of life in Britain.</p>	<p>IIP. g.I use evidence to find answers to questions about the past. IIP. h.I can suggest suitable sources of evidence for historical enquiries IIP. i.I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. C. j.I can use dates and terms to describe events. WH. h.I can describe the social, ethnic, cultural or religious diversity of past society. WH. i.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p>	<p>IIP. k.I can suggest causes and consequences of some of the main events and changes in history. C. h.I can place events, artefacts and historical figures on a time line using dates. C. i.I can understand the concept of change over time, representing this, along with evidence, on a timeline. WH. e.I can describe changes that have happened in the locality of the school throughout history. IPL. k.I ask and answer geographical questions about the physical and human characteristics of a location.</p>

	<p>WH. i.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>COM. e.I use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>COM. f.I use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>COM. e.I use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>IPL. k.I ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>IPL. m.I use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>IPL. l.I can explain my own views about locations, giving reasons.</p> <p>IPL. m.I use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>IPL. n.I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>IPL. o.I use a range of resources to identify the key physical and human features of a location.</p> <p>IP. h.I can describe how the locality of the school has changed over time.</p> <p>CG. j.I can describe key aspects of: physical geography, including: rivers, mountains</p> <p>CG. k.I can describe key aspects of: human geography, including settlements and land use economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>CG. m.I recognise that people seek to improve and sustain environments.</p>
Knowledge	<ul style="list-style-type: none"> • Prehistory is the time before written records existed. • Stone Age, Iron Age, Bronze Age chronology • 750BC Iron Age began. • 2000BC Bronze Age began and Stonehenge completed. • 3000BC New Stone Age begins (Neolithic) • Hunter gathering was the main source of food in the Stone Age which developed into farming • Archaeologists find out about prehistoric times through artefacts found in the ground. • B.C and A.D. • The importance of Stonehenge. • The significance of the Beaker People. • Iron Age hillforts were built. 	<ul style="list-style-type: none"> • The Egyptian period lasted from c. 3000B.C. – 30B.BC. • The River Nile is the longest river in the world. • Egypt is in the continent of Africa. • The pyramids were built as tombs for the kings. • Explain the stages of mummification • Pharaoh Tutankhamun rules Egypt 1136-1327BC. • Tutankhamun and the discovery of his tomb by Howard Carter • The Egyptians worshipped many gods and believed in an afterlife. 	<ul style="list-style-type: none"> • The location of the Black Country. • Why it's called the Black country and that it's made up of Wolverhampton, Dudley, Sandwell and Tipton. • Use maps on varying scales to determine the land use in the Black Country. • Use OS grid references • Use maps from different ages to understand development of settlements over time. • To understand the importance of industry in the Black Country. • To know that the canals and railways were used to transport coal, iron and steel around the rest of the country. • To know what mining was like (trip) • To know what Victorian children did at school. • Queen Victoria was Queen during Victorian times (1837-1901)
Language	<p>Prehistoric , Hunter-gatherer, Palaeolithic, Farmers Mesolithic Woolly mammoth Neolithic Archaeologist Stone Age Beaker people Skara</p>	<p>Irrigation mummification tomb canopic jar Hieroglyphics desert coffin tomb modern Nile plough civilisation pharaoh pyramid B.C.</p>	<p>World Country County Continent Area Near Far Now Then Past Before land use canals Industry Victorian Coal barge Iron Transport Black Country mining</p>

	Brae Stonehenge Iron Age Culture Bronze Age Cave Paintings evidence Primary sources Secondary sources Period/era/year.	A.D. sarcophagus fertile soil chronology chronological order archaeologist Tutankhamun.	Industrialisation Residential Industrial Road network Ordnance survey.
EXPERT / Key Person / Who is important?	Catherine and Gareth: TIMEZONE	Birmingham Museum and Art Gallery workshops.	Black Country Museum: school workshop, mining workshop.

<p>4 NC</p>	<p>Rome to Rio!</p> <p><i>Geography focus:</i></p> <ul style="list-style-type: none"> To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. <p>To understand geographical similarities and differences through the study of human and physical geography of Rome and Rio.</p>	<p>Come on over to Maya place!</p> <p><i>History focus:</i></p> <p>To learn about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900</p>	<p>. Romans, what have they done for us?</p> <p><i>History focus:</i></p> <ul style="list-style-type: none"> To learn about the Roman Empire and its impact on Britain <p>Including:</p> <ul style="list-style-type: none"> The Roman Empire and the Roman invasion of Britain. Julius Caesar and the establishment of the Roman Empire in Britain. Claudius and the role of the Britons and the Celts . <p>The Romanisation of Britain: culture and beliefs; buildings and technology.</p>
<p>LP</p>	<p>IPL k.I ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>IPL l.I can explain my own views about locations, giving reasons.</p> <p>IPL m.I use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>IPL o.I use a range of resources to identify the key physical and human features of a location.</p> <p>IPL q.I can name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>IPT g.I can describe geographical similarities and differences between countries.</p> <p>CG j.I can describe key aspects of: physical geography, including: rivers, mountains</p> <p>CG k.I can describe key aspects of: human geography, including settlements and land use economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>CG m.I recognise that people seek to improve and sustain environments.</p>	<p>IIP g.I use evidence to find answers to questions about the past.</p> <p>IIP k.I can suggest causes and consequences of some of the main events and changes in history</p> <p>IIP h.I can suggest suitable sources of evidence for historical enquiries</p> <p>C j.I can use dates and terms to describe events.</p> <p>WH g.I can compare some of the times studied with those of other areas of interest around the world.</p> <p>WH h.I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>WH i.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>COM e.I use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>COM f.I use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</p>	<p>IIP g.I use evidence to find answers to questions about the past.</p> <p>IIP h.I can suggest suitable sources of evidence for historical enquiries</p> <p>IIP i.I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>IIP j.I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>IIP k.I can suggest causes and consequences of some of the main events and changes in history.</p> <p>C h.I can place events, artefacts and historical figures on a time line using dates.</p> <p>C j.I can use dates and terms to describe events.</p> <p>WH f.I can give a broad overview of life in Britain.</p> <p>WH h.I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>WH i.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>COM e.I use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>

	IPT f.l can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, I can describe some of the characteristics of these geographical areas.		COM f.l use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Knowledge	To know the difference between human and physical features of a country * Rome is in Italy and Italy is in Europe * Rio is in Brazil and Brazil is in South America * Rainforest in Brazil is called the Amazon * similarities and differences in Rome and Rio * a famous landmark in Rio and Rome * climate in Rio and Rome	<ul style="list-style-type: none"> Rome was founded in 753BC As Rome grew, the Roman Empire came into being and eventually conquered the majority of Europe and parts of North Africa The Roman army played a large part in the expansion of the empire due to the technical ability and weaponry/equipment There were 4 invasion attempts of Britannia (55/54BC Julius Caesar; AD40 Caligula; AD43 Claudius – only one successful) Boudicca unsuccessfully fought back against the Romans in AD60 Roman culture established and spread around Britannia bringing inventions/ technologies/ culture: aqueduct, bathhouses, leisure activities, roads Compare and contrast Roman Villas with Celtic Roundhouse 	<ul style="list-style-type: none"> Maya civilisation originated in Mesoamerica around 2000BC They developed their own writing and number system which was considered advanced for their time They worshiped many gods Popul Voh (Maya creation story including the hero twins) Maya clothing and how different people wore different clothes (headdresses for tribal leaders, loin cloths for working men) Maya food and what they grew and ate – including how they used cacao as a precursor to chocolate Use photographs of Palenque to explore the past Spanish explorers (and Aztecs) led to the demise of the Maya civilisation
Language	Country, continent, city, Europe, location, Rome, Rio, Italy, Brazil, America, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics, Arctic and Antarctic Human and physical characteristics time zones Greenwich Mean Time, rainforest, climate, export, import, currency, population, agriculture, trade, vegetation	Rome, Roman Empire, Britannia, Gaul, Celts, aqueduct, basilica, coliseum, bathhouse, palestra, caldarium, tepidarium, frigidarium, strigil, auxiliaries, legionnaires, conquer, invasion, BC, AD, Julius Caesar, Caligula, Claudius, Boudicca, Londinium, villa, mosaic, archaeologist, legacy,	Mesoamerica, vigesimal number system, lithography John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque, hieroglyphs, syllabogram, logogram, codex, cacao, maize, Popul Voh, hero twins, pyramid, stelae, priest, headdress,
EXPERT / Key Person / Who is important?	Botanical Gardens Workshops led by staff – animal fun with rainforest animals; rainforest treasure hunt	Wroxeter Roman Town : English Heritage Workshops led by staff at Wroxeter – impact romans had on area and a tour of the bathhouse	Cadbury World Museum Self led tour around Cadbury – staff share their knowledge at appropriate points Workshop led by museum – Mayan society

<p>5 NC</p>	<p>Keep Calm and Carry On! <i>History focus:</i></p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>Key events of World War II and its impact on migration within the Commonwealth after the war and how it has influenced the social demographic of our local area and the country including Windrush and significant individuals within our community.</p>	<p>It's all Greek to me <i>History focus:</i> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><i>Geography focus:</i> Explore and describe how the physical features of Greece affected the human activity in the area at the time</p>	<p>River Deep, Mountain High! <i>Geography focus:</i></p> <ul style="list-style-type: none"> To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time physical geography, including: rivers, mountains, volcanoes and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
<p>LP</p>	<p>IIP l.I can use sources of evidence to deduce information about the past. IIP m.I can select suitable sources of evidence, giving reasons for choices. IIP o.I seek out and analyse a wide range of evidence in order to justify claims about the past. C k.I identify change and continuity within and across different periods. C l.I identify where periods I have studied fit within a chronological framework. C m.I can describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural) C n.I can identify periods of rapid change in history and contrast them with times of relatively little change. WH k.I can give a broad overview of life in Britain and some major events from the rest of the world. COM g.I use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. COM h.I use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Challenge IIP p.I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p>	<p>IIP l.I can use sources of evidence to deduce information about the past. IIP o.I seek out and analyse a wide range of evidence in order to justify claims about the past. C k.I identify change and continuity within and across different periods. C l.I identify where periods I have studied fit within a chronological framework. C m.I can describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural) COM g.I use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. COM h.I use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Challenge IIP q.I understand that no single source of evidence gives the full answer to questions about the past. C o.I recognise and describe change and continuity representing them, along with evidence, on a timeline. C p.I can use dates and terms accurately in describing events WH m.I can describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>IPL r.I use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. I record the results in a range of ways. - Fieldwork – Wildside or Kingswood (Squirrel) IPL s.I can identify and describe how the physical features affect the human activity within a location. IPL t.I use a range of geographical resources to give detailed descriptions and opinions of the characteristics features of a location. IPL P.I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including, mountains, cities, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Challenge IPL x.I can name and locate some of the countries and cities of the world and identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. CG s.I show an awareness of the idea of sustainable development. CG t.I recognise the range of views people hold about environmental interaction and change.</p>

	<p>IIP q.I understand that no single source of evidence gives the full answer to questions about the past. C o.I recognise and describe change and continuity representing them, along with evidence, on a timeline. C p.I can use dates and terms accurately in describing events WH n.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. COM i.I use original ways to present information and ideas. Challenge IPL v.I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). CG r.I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p>WH n.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. COM i.I use original ways to present information and ideas. IPL s.I can identify and describe how the physical features affect the human activity within a location. IPT i.I understand some of the reasons for geographical similarities and differences between countries. CG o.I can describe and understand key aspects of: human geography, including settlements, land use. Challenge IPT m.I can describe how countries and geographical regions are interconnected and interdependent.</p>	
<p>Knowledge</p>	<ul style="list-style-type: none"> Describe some of the reasons WW2 started, including who the axis and the allies were. Describe what the commonwealth is and be able to recall who is involved. Explain the concept and purpose of propaganda and give examples Describe a significant event or turning point of WW2 – The Blitz Describe the post war landscape in Britain, including the impact of Windrush 	<ul style="list-style-type: none"> Ancient Greek period 800BC -146BC What the Ancient Greeks did for us: philosophy, mathematics, astronomy, and medicine. Ancient Greek thinkers made big discoveries. Pythagoras found ways to measure and describe shapes that we still use in maths today. Aristotle studied plants, animals and rocks. He devised experiments to find out about the world we live in. Modern scientists do the same kind of thing. Herodotus wrote a history of the Greeks. He based this on eyewitness reports, something today's historians also try to do. Socrates and Plato were philosophers. They asked, "What is a good life?" and "How do we think?" Philosophers in our time also try to answer these questions. Literature and theatre was an important aspect of Greek culture and influenced modern drama. The Greeks were known for their sophisticated sculpture and architecture: Parthenon, temple of Athena, Greek culture influenced the Roman Empire and many other civilizations, and it continues to influence modern cultures today – examples include Democracy (although very different today), Sport (The Olympic Games) and 	<ul style="list-style-type: none"> Structure/ construction/cause of a mountain Structure/ construction/cause of a river How to read a mountain map / River map (height/length). Name UK counties. Name 3 UK Rivers – Thames, Severn, Trent. Name 3 UK mountains – Snowdon, Scafell Pike, Ben Nevis. Name geographical regions: Peak District, Lake District, Grampian Mountains, Snowdonia. To measure the different points of a river (speed/width)- Fieldwork To explain the water cycle. <p>Challenge</p> <ul style="list-style-type: none"> Name European Mountain ranges: The Alps (France, Italy, Austria, Switzerland / Pyrenees France and Spain. Name cities of the world including; Paris, New York, Los Angeles, Sydney, Hong Kong, Rome, Rio de Janeiro.

- Ancient Greek chronology – What else was happening in other areas of the world during this period. Click Link - [Map of World at 500BC | TimeMaps](#)
- How the Geography of Greece directly impacted the political structure.
- Ancient Greek beliefs and Values.
- Similarities and differences between Ancient Greek City States.

Language

air raid
 air raid drill
 air raid shelter
 Allies
 allotment
 atomic bomb
 Axis Powers
 blackout
 Blitz
 British Empire
 censorship
 civilians
 Commonwealth
 concentration camp
 coupons
 D-Day
 evacuee
 factories
 Forces
 gas mask
 Adolf Hitler
 Holocaust
 host family
 invaded
 Jews

 liberate
 Nazi
 occupied
 prime minister
 prisoners of war
 propaganda
 rationing
 refugee
 siren
 slogan
 telegram
 Underground

Chronological. Periods of history. Ancient India. Ancient China. Ancient Egypt. Mesopotamia. Democracy. Civilisation. Tyrant. Battle of Marathon. Persian. Primary source/ Secondary source.

Economic. Population. Distribution. Migration. Trade. Islands. City State. Monarchies / Oligarchies / Tyrannies / Democracies. Interconnected / Independent.

Greeks

Zeus	Spartan	Nouns	Adjectives	Verbs
imposing	fitness	Hades	civilised	invade
immortal	military	Sparta	primitive	conquer
thunder	fearless	Zeus	united	honour
lightning	discipline	Hera	aristocratic	drape
titans	toughness	Xerxes	provocative	battle
Olympus	phalanx	Paris	ancient	preside
Hera	excellence	Archimedes	religious	defeat
mortals	Leonidas	Parthenon	cultural	sacrifice
revered	exercise	Mount Olympus	ruthless	encounter
merciful	rigorous	Aphrodite	artistic	crush

Mountains, coast, volcanoes, rivers, water cycle, evaporation. Bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, fresh water, meander, mouth, salt water, silt, source, stream, tidal river, tributary, upstream, watershed, Mountain, valley, range, height, contour, foot, slope, summit, snow line, tree line, outcrop, face, ridge, peak, plateau mountain, plateau. Volcanic mountain, climate. Development

Rivers

Thames	Nile	Noun	Adjectives	Verbs
London	Africa	source	microscopic	travel
bridges	Egypt	erosion	durable	purify
islands	6,695km	tide	useful	meet
London Eye	4,160 miles	sea	nuisance	engulf
346km	Mediterranean	dam	impossible	plunge
215 miles	longest	current	unsustainable	collect
pollution	fertile	mudflats	disgusting	erode
salty	lakes	river bank	preventable	deposit
capital	papyrus	stream	widespread	fill
North Sea	flood plain	meander	polluted	rise

Mountains

Edmund Hillary	Mt. Everest	Nouns	Adjectives	Verbs
explorer	mountain	mountaineer	magnificent	ascend
first	highest	climber	sheer	prevail
influential	29,029ft	piste	imposing	perish
inspiration	Holy Mother	disaster	volcanic	endure
Himalayas	K2	Tenzing Norgay	inaccessible	climb
Khumbu Icefall	290 deaths	ascent	impassable	cripple
beekeeper	blizzard	record	beautiful	mount
summit	avalanche	peak	picturesque	conquer
Sherpa	base camp	weather	snow-capped	emaciate
humble	climbing	equipment	royal	persist

[Download | Teaching Resources \(tes.com\)](#)

Plastic pollution

Plastic	Affected	Danger	Adjectives	Verbs
bottle	sea birds	hazard	microscopic	protect
micro-bead	fish	pollutant	durable	clean
carrier bag	algae	pollution	useful	save
food wrapping	humans	damaging	nuisance	remove
flip flops	whales	toxic	impossible	recycle
straws	dolphins	debris	unsustainable	consume
balloon	crabs	suffocate	disgusting	gather
netting	turtles	starvation	preventable	educate
tyres	sea life	garbage	widespread	ingest
tubs and trays	everyone	infested	polluted	swallow

EXPERT / Key
Person / Who is
important?

Adolf Hitler, Winston Churchill, Neville
Chamberlain,

Timezone
Gods, Plato, Archimedes, Pythagoras, Homer,
Plato, Aristotle, Socrates

Carding Mill Valley National Trust Guides.

<p>6 NC</p>	<h3 style="text-align: center;">Vicious Vikings: Savage Saxons?</h3> <p><i>History focus</i></p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots Including: <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Anglo-Saxon invasions, settlements and kingdoms: place names and village life. • Lindisfarne <p><i>History focus</i></p> <ul style="list-style-type: none"> • To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Including: <ul style="list-style-type: none"> • Viking raids and invasion; Resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danelaw • Anglo-Saxon laws and justice • Edward the Confessor and Battle of Hastings in 1066. 	<h3 style="text-align: center;">Here, There and Everywhere!</h3> <p><i>Geography focus:</i></p> <p>To name and locate counties and cities of the United Kingdom, geographical regions</p> <ul style="list-style-type: none"> • To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>To understand geographical similarities and differences through the study of human and physical geography of Wolverhampton and the Black Country (Y3), Rome and the surrounding area (Y4), and California (Y6).</p>
<p>LP</p>	<p>IIP i.I can use sources of evidence to deduce information about the past. IIP m.I can select suitable sources of evidence, giving reasons for choices. IIP n.I can use sources of information to form testable hypotheses about the past IIP o.I seek out and analyse a wide range of evidence in order to justify claims about the past. C k.I identify change and continuity within and across different periods. C l.I identify where periods I have studied fit within a chronological framework. C m.I can describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural) WH k.I can give a broad overview of life in Britain and some major events from the rest of the world. COM g.I use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. COM h.I use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Challenge IIP q.I understand that no single source of evidence gives the full answer to questions about the past. C o.I recognise and describe change and continuity representing them, along with evidence, on a timeline. C p.I can use dates and terms accurately in describing events.</p>	<p>IPL t.I use a range of geographical resource to give detailed descriptions and opinions of the characteristics features of a location. IPL u.I collect and analyse statistics and other information in order to draw clear conclusions about locations IPT i.I understand some of the reasons for geographical similarities and differences between countries. IPT j.I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). CG n.I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, earthquakes. CG q.I offer reasons for my own views about environmental change and I recognise that other people may hold different views. CG p.I can use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard OS symbols) to communicate knowledge of the United Kingdom and the world. Challenge IPL w.I can name and locate the countries of North and South America and identify their main physical and human characteristics.</p>

	<p>WH m.I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>WH n.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>COM i.I use original ways to present information and ideas.</p>	
Knowledge	<ul style="list-style-type: none"> Romans withdrew from Britain in c. AD 410 and the fall of the Western Roman Empire. Anglo-Saxon period from AD 410 to 1066 Viking period 793 AD to 1066. Know the countries the Angles, Saxons and Jutes came from ie Germany, Denmark, Netherlands. They arrived in wooden boats because their homelands were flooded. Names of the Anglo-Saxon Kingdoms: Wessex, Sussex, Essex, Mercia, Northumbria, East Anglia and the origins of these place names. West Saxons, South Saxons etc. AD 793 Vikings attack Lindisfarne from Norway. Vikings were invaders and settlers. York was a Viking settlement. 886 Alfred, King of Wessex, agrees a treaty with Vikings to divide England known as Danelaw. King Alfred was the first king of England Edward the Confessor was an Anglo-Saxon King of England. He was the last king from the House of Wessex. He is remembered as a pious ruler who was resourceful and energetic. 1066 William the Conqueror becomes King after the Battle of Hastings. 	<ul style="list-style-type: none"> Label a world map with a focus on the countries and main cities of Europe, Russia, North and South America. Three main climate zones: polar, temperate, tropical. Identify main environmental regions ie tundra, desert, savanna, rainforest, deciduous forest. The Mojave Desert is said to be one of the smallest deserts in North America. The Mojave Desert is largely located in California Know latitude and longitude can help to identify specific locations. Identify key landmarks in North America: what city is at approximately 30°N, 90°W (New Orleans, Louisiana) and what city is at approximately 40°N, 105°W (Denver, Colorado). Describe Equator and its significance in relation to proximity to sun and temperature. Describe Northern and Southern Hemisphere on a globe, map and know in which hemisphere countries are located ie UK, Italy, Denmark, Norway, Brazil. Understand time zones and Greenwich meantime. Know main cities in state of California: Los Angeles, San Diego, San Francisco. Sierra Nevada Mountain range, Mount Whitney (highest point in USA) Death Valley (lowest point in USA). California is the USA's most populous state with almost 40,000,000 residents. San Andreas fault and effect of earthquakes in California. Drought leading to wild fires and flooding due to rising sea levels are biggest environmental threat. Land used for farming and settlements. Almonds are the biggest export (in dollars), followed by dairy products, wine, table grapes, cotton, walnuts, pistachios and rice. Use 6 figure grid references to locate specific places using a key.
Language	<p>Time period, era, chronology, continuity, legacy</p> <p>Vikings, Anglo-Saxons, invade, settle, conquer</p> <p>Longboat, thatched house, settlement</p> <p>Scandinavia, Denmark, Sweden, Norway</p> <p>Lindisfarne, monastery, raids</p> <p>Primary/secondary source, evidence, artefact, rich, reliable, relevant</p>	<p>Urban, rural</p> <p>Hurricane, earthquake, tornado, avalanche, storm</p> <p>Biomes, desert, rainforest, tundra, freshwater, marine, grasslands, terrestrial, ecosystem, vegetation belt, climate zones, tectonic plates</p> <p>Longitude, latitude, time zones</p> <p>Ordinance survey</p>

EXPERT / Key Person / Who is important?	Tamworth Castle visit	
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